

## 4 That ball is cool!

**Story** A 59 Listen.

**1** Welcome.

**2** These cars are shiny.

**3** That doll is cute!


**4** Wow! That ball is cool!

**4** Ball? What ball?

**Learn 1**


**B** A 60 Listen and say.

**1**



cute

**2**




ugly

**3**




expensive

**4**




cheap

**5**



new

**6**



used

**C** A 61 Listen and say.

**Grammar** A 62

This/That (doll) is cute.		
These/Those (dolls) are ugly.		
Is this/that (robot) expensive?		
Yes.	it	is.
No.	it	is not. It is cheap.
Are these/those (shoes) new?		
Yes.	they	are.
No.	they	are not. They are used.

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### Story

#### Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

#### Storyline

Mrs. Jones welcomes the woman and boy. They look around the store, pointing out the toys and describing how they look. The boy notices a ball, but Mrs. Jones is confused.

### Warm-up activity

- Demonstrate the difference between *this* and *that* by holding up a pencil and describing its color, then pointing to one of a different color on the table. Have one student stand next to you and another stand at the back of the classroom. Point and say *This student is (name)*. *That student is (name)*. Have students repeat.
- Demonstrate the difference between *these* and *those* using plural objects and by asking two boys to stand next to you and two girls to stand at the back of the classroom. Have students repeat.

### Activity **A** A 59

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Welcome.*, *shiny* and *cool*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

## Extension activity

Put students into pairs. Give them 5 minutes to move around the classroom and describe the things they see using *this/that*, *these/those* and the adjectives they have learned so far. Ask volunteers to share their sentences with the class.

## Learn 1

### Objectives

- Learn adjectives to describe objects
- Learn to describe an object
- Learn to ask yes/no questions about what an object is like
- Learn to answer yes/no questions about what an object is like

### Target language

**cute, ugly, expensive, cheap, new, used**

This/That (doll) is **cute**.

These/Those (dolls) are **ugly**.

Is this/that (robot) **expensive**?

Yes, it is. / No, it isn't. It's **cheap**.

Are these/those (shoes) **new**?

Yes, they are. / No, they aren't. They're **used**.

## Warm-up activity

- Prepare three pairs of familiar objects (singular and plural) that illustrate the adjectives *cute*, *ugly*, *expensive*, *cheap*, *new* and *used*. Arrange them on your desk with large price tags of different amounts between \$1 and \$20.

- Describe the objects using *this/that*, *these/those* and the adjectives. Have students repeat. Ask volunteers to come to the front and describe the objects in the same way.

## Activity B A 60

Have students focus on the adjectives. Play the audio and have them point to each one. Then play the audio again and have students repeat.

## Activity C A 61-62

- Play the audio for the target structures and have students find the examples in the story scenes. (*These cars are shiny. That doll is cute!*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

## Extension activity

- Tell students to listen carefully. Spell one of the adjectives out loud, letter by letter. Tell students not to say the word. Have them stay in their seats and silently find an object in the classroom that can be described by the word you spelled. Ask a few students to say the sentence *This/That/These/Those ... is/are ...*.
- Repeat once or twice. Then ask students to take turns to spell one of the adjectives for the class.

**Song**

**D** A 63-64 Listen and write. Then sing.

This, that, these, those.

Turn around and touch your toes.

That robot is new. It can walk around!

This, that, these, those.

Turn around and touch your toes.

Those dolls are cute. They can walk around!

This, that, these, those.

Turn around and touch your toes.

This movie is new. Let's watch it!

This, that, these, those.

Turn around and touch your toes.

These cars are cheap. Let's buy them!

**E** A 65 Listen and circle.

1 That / This

2 Those / These

3 This / These

4 That / These

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**Practice**

4

**F** A 66 Listen and write. Then match.

1 This robot is used.

2 These cars are cheap.

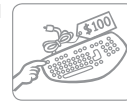
3 Those dolls are cute.

4 That video game is new.



**G** Look and write.

1 Is this keyboard cheap?



No, it isn't.

It's expensive.

2 Are these speakers used?



Yes, they are.

3 Are those dolls cute?



No, they aren't.

They're ugly.

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**Song**

**Objective**

Practice target language from Learn 1 in a song

**Warm-up activity**

- Quickly teach or review the expressions *walk around*, *turn around*, *touch your toes* and *touch your nose*.
- Play Simon Says using these expressions and getting students to perform the actions on the spot.

**Activity D** A 63-64

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

**Activity E** A 65

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

### Extension activity

- Prepare individual word cards for the target structures, some familiar objects, and a large ? card.
- Put students into two teams. Ask two students from one team to come to the front. Say one of the target questions or sentences out loud and have the students use the word cards to construct it on the board.
- Give a point for each correct question/sentence and repeat with students from alternate teams until all students have had a turn.

## Practice

### Objective

Practice target language from Learn 1

### Warm-up activity

One at a time, write the adjectives on the board with the letters in a jumbled order. Ask students to unscramble the letters and tell you the correct spelling. Then ask them to think of a sentence using the adjective, an object in the classroom and *this*, *that*, *these* or *those*.

### Activity **F** **A 66**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing text.

- Check that students have written in the text correctly. Then have them do the matching. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

### Activity **G**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

### Extension activity

Put students into pairs of A and B. Give each pair some pages from magazines with illustrations of various items for sale. Explain that A is the shopkeeper and B is the shopper. Ask them to look at the pictures and use the target structures to talk about what they can see. After 5 minutes ask A and B to swap roles.

## Learn 2

### H A 67 Listen and say.

20	twenty	26	twenty-six	50	fifty
21	twenty-one	27	twenty-seven	60	sixty
22	twenty-two	28	twenty-eight	70	seventy
23	twenty-three	29	twenty-nine	80	eighty
24	twenty-four	30	thirty	90	ninety
25	twenty-five	40	forty	100	one hundred

### I A 68 Listen and say.



### Grammar A 69

What is 20	+	10?	20	+	10	=	30.
	(plus)			(plus)		(equals)	
	-			-			10.
	(minus)			(minus)			

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## Practice

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### J A 70 Listen and write.

- There are 20 students in this class.
- There are 25 colored pencils in the box.
- His room number is 94.
- My dad is 40 years old.
- My brother has 73 CDs.

### K A 71 Listen and write. Then answer.

- |   |    |   |    |   |    |   |    |   |    |   |    |
|---|----|---|----|---|----|---|----|---|----|---|----|
| 1 | 24 | + | 14 | = | 38 | 5 | 42 | - | 7  | = | 35 |
| 2 | 80 | - | 7  | = | 73 | 6 | 63 | - | 52 | = | 11 |
| 3 | 20 | + | 46 | = | 66 | 7 | 71 | + | 20 | = | 91 |
| 4 | 38 | + | 29 | = | 67 | 8 | 65 | - | 18 | = | 47 |



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## Learn 2

### Objectives

- Learn numbers
- Learn to ask addition and subtraction questions
- Learn to answer addition and subtraction questions

### Target language

20 (twenty), 21 (twenty-one), 22 (twenty-two), 23 (twenty-three), 24 (twenty-four), 25 (twenty-five), 26 (twenty-six), 27 (twenty-seven), 28 (twenty-eight), 29 (twenty-nine), 30 (thirty), 40 (forty), 50 (fifty), 60 (sixty), 70 (seventy), 80 (eighty), 90 (ninety), 100 (one hundred)

What's 20 plus 10? 20 plus 10 equals 30.

What's 20 minus 10? 20 minus 10 equals 10.

### Warm-up activity

Play a counting game. Go round the class and have individual students say numbers 1–20 in sequence. Ask if anyone knows what comes next. Prompt students to say 21–29 and write the numbers on the board. Write 30 and say it out loud. Have students repeat. Prompt them to say 31–39 and write the numbers on the board. Point out the pattern and continue to 100.

### Activity H A 67

Have students focus on the numbers. Play the audio and have them point to each one. Then play the audio again and have students repeat.

### Activity I A 68-69

- Have students focus on the dialogue presenting the target structures. (*What's 24 plus 25? 48? No. 24 plus 25 equals 49.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

### Extension activity

- Put a selection of picture cards that show familiar toys and food on the board. Write a price tag next to each picture. Point to each picture and say, *Is this cheap/expensive?* and have students respond.
- Say, *I need a ... and a ...*. Read out the price tags of both objects and use the target structure to add them together.
- Put students into pairs and have them practice buying the objects on the board in the same manner.

## Practice

### Objective

Practice target language from Learn 2

### Warm-up activity

- Put students into two teams. Stand them in two lines in front of the board. Say a number out loud and ask the first member of each team to write the number on the board. The first student to write the number correctly scores a point for his/her team. After a student has written a number, he/she moves to the back of the line.
- Repeat until all students have had a turn. Increase the difficulty of the game by saying two numbers and + or -.

### Activity J A 70

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to write in the answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

### Activity K A 71

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing numbers and symbols.
- Check that students have written in the numbers and symbols correctly. Then have them answer the sums. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

### Extension activity

- Put students into small groups at separate desks. Give each group pencils and several sheets of A4 paper cut into half.
- Say some math equations out loud. Have groups compete to write down what you say and work out the equation. Start with simple equations and progress to more difficult ones. The first team to write the equation correctly scores a point.

### Learn 3

**L** A 72 Listen and say.

1



\$1  
(one dollar)

2



\$10  
(ten dollars)

3



\$100  
(one hundred dollars)

**M** A 73 Listen and say.



**Grammar** A 74

How much	is it?
	are they?
It is	
They are	\$1.

50

### Practice

4

**N** A 75 Listen and match. Then write.

1 How much is it \_\_\_\_\_?

It's \$5

2 How much are they \_\_\_\_\_?

They're \$32

3 How much is it \_\_\_\_\_?

It's \$100.

4 How much is it \_\_\_\_\_?

It's \$57.

5 How much are they \_\_\_\_\_?

They're \$10.

6 How much are they \_\_\_\_\_?

They're \$35.



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### Learn 3

#### Objectives

- Learn names for amounts of money
- Learn to ask how much things are
- Learn to say how much things are

#### Target language

**\$1** (one dollar), **\$10** (ten dollars), **\$100** (one hundred dollars)

How much is it? It's **\$1**.

How much are they? They're **\$1**.

#### Warm-up activity

- Prepare some toy money (one dollar, ten dollar and 100 dollar bills) and put it in a purse. Pull the notes out of the purse one by one. Say *This is ten dollars.*, etc. and place them on the desk.
- Put students into four groups. Give each group a random amount of toy money. Ask them to sort the money into three piles: one dollars, ten dollars and 100 dollars. Have them first count the money in each pile, then add together the three amounts to get the total.

#### Activity **L** A 72

Have students focus on the amounts of money. Play the audio and have them point to each one. Then play the audio again and have students repeat.

### Activity M A 73-74

- Have students focus on the dialogue presenting the target structure. (*How much is it? It's \$20.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

### Extension activity

- Put students into pairs. Give each pair a sheet of paper and some toy money. Have pairs write the names of ten objects they can find in a shop on the paper, but without prices.
- Have pairs take turns to be shopkeeper and shopper. The shopper asks the price of each object (shopkeeper makes up prices) then says *I need a ...*. Encourage shoppers to ask for several different objects and/or more than one of each. Have students add up the prices to work out what they must pay in total.

## Practice

### Objective

Practice target language from Learn 3

### Warm-up activity

Put a selection of objects on the board and write prices next to them. Have students come to the front in pairs. Have one student ask the price of an object and the other respond. Repeat with other pairs of students.

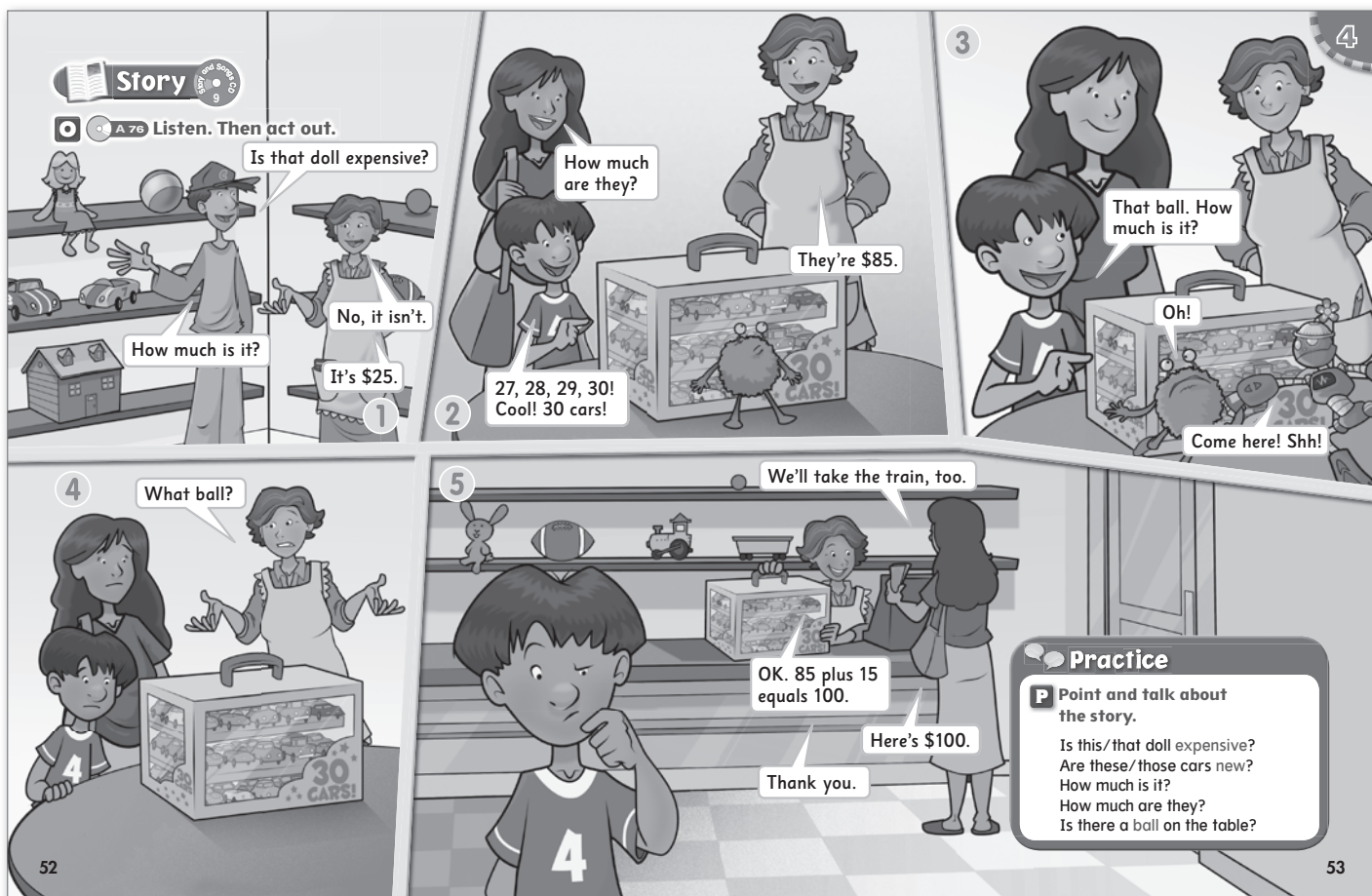
### Activity N A 75

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

### Extension activity

- Prepare two worksheets, A and B, each with different pictures of familiar toys/food and blank price tags. Put students into pairs of A and B. Give worksheet A to As and worksheet B to Bs.
- Arrange pairs back-to-back, so that As face the front of the class and Bs face the back. Stick an enlarged copy of worksheet B on the board and write prices next to each item. Have Bs ask As *How much ... ?* to complete their worksheet. Have students compare completed worksheets with the prices on the board.
- Repeat with Bs facing the front, As facing the back and worksheet A on the board.





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**Practice**

**P** Point and talk about the story.

- Is this/that doll expensive?
- Are these/those cars new?
- How much is it?
- How much are they?
- Is there a ball on the table?

## Story

### Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1–3

### Storyline

The customers continue to look around the store and ask Mrs. Jones how much things are, including a doll and some cars. The boy asks how much the ball is (referring to Bobo), but Mrs. Jones doesn't understand what he is talking about. The woman pays for the cars and a train, while the boy looks puzzled.

### Warm-up activity

- Prepare a set of individual cards with the numbers from 20 to 60 (or 20 to 100). Scatter the cards randomly face down.
- Have a group of five or six students come to the front, pick cards and line up in the correct order from the lowest to the highest number. Have students say their numbers out loud. Repeat until all students have had a turn.

### Activity A 76

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Come here!*

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

### Extension activity

- Prepare collections of objects such as magnets, stickers, crayons, etc. Put students into small groups and give each group several collections of objects jumbled together. Have students sort the objects, count the number of each type and write this down. Then have them count the total number of objects.
- Write prices for each of the objects on the board (e.g., 1 sticker = \$2, etc). Have students work out the price for each of their collections of objects (have them do this with simple addition). Then have them work out the total price of all of the objects they have.

## Practice

### Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

### Warm-up activity

Prepare word cards for numbers from 20 up. Give each student a card and take one yourself. Have all students except one sit on chairs in a circle. Stand in the middle of the circle and call out two numbers. The students with these numbers should try to swap places. You should also try to sit in one of their chairs. The student left standing now shouts two other numbers.

### Activity **P**

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.

- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.















### Extension activity

- Put students into pairs. Have them look at pp. 52–53. Tell them they are going to write their own version of the story using different objects, adjectives and prices.
- Demonstrate what students need to do with the first picture scene (e.g., write the text on the board substituting *car* for *doll*, *new* for *expensive*, etc.).
- Have students complete their own version and then read it out for the class.

## Test

/10

**Q** **A 77** Listen and check (✓).

1	a  b 	2	a  b 
3	a  b 	4	a <b>65</b> b <b>83</b>
5	a <b>30</b> b <b>32</b>	6	a <b>27</b> b <b>97</b>
7	a  b 	8	a  b 
9	a  b 	10	a  b 

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## Test

### Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

## Have fun!

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**R** Play the shopping game.

This robot is cool.







How much is it?

3 plus 6 equals 9. It's \$9.

50 minus 9 equals 41. Now you have \$41.

I have \$50

You have \$50

1	 \$9	1	 \$8
cool	$50 - 9 = 41$	ugly	$50 - 8 = 42$
2	 \$6	2	 \$3
shiny	$41 - 6 = 35$	cute	$42 - 3 = 39$
3	 \$4	3	 \$9
used	$35 - 4 = 31$	new	$39 - 9 = 30$

Now I have \$31 *winner*

Now you have \$30

How to play:

- 1 Play in pairs. Each player has \$50 to spend.
- 2 Roll two dice for the price of each item.
- 3 The winner is the one with more money left at the end.

**Suggested answers**  
Students' answers can vary

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## Warm-up activity

- Prepare two sets of activity cards from the unit. You can use word cards for more able students. Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell teams to take turns to use the chopsticks to pick up the matching card. The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

## Activity **Q** **A 77**

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.

- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

### Extension activity

Prepare empty Bingo grids and give one to each student. Have students quickly fill out their grid with numbers between 20 and 50. Call out random numbers and keep a record. The winner is the first student to cross out a row of numbers (or the first student to cross out their whole card).



#### Objective

Review and assess unit language through a communicative task

### Warm-up activity

- Remind students of the adjectives *cool*, *shiny*, *cute*, *ugly*, *new* and *used*. Put students into small groups. Have them quickly find things in the classroom that can be described with these adjectives. Ask each group to describe these objects for the others with sentences using *this/that* and *these/those*.

### Activity **R**

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

### Extension activity

- Put students into small groups and give each group a large sheet of paper. Tell them they are going to have a spelling competition.
- One by one, place a picture card on the board to review the vocabulary from Units 3 and 4. Have groups work together to spell the word. Tell them to work as quietly as they can so that other groups cannot hear what they say.
- The first group to spell all words correctly wins.